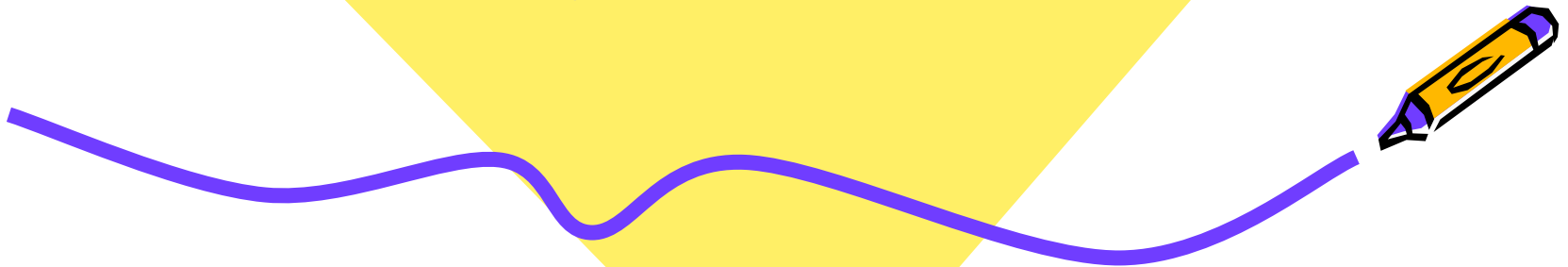




# Qualitative - Action Research - Review

Professor Brooks

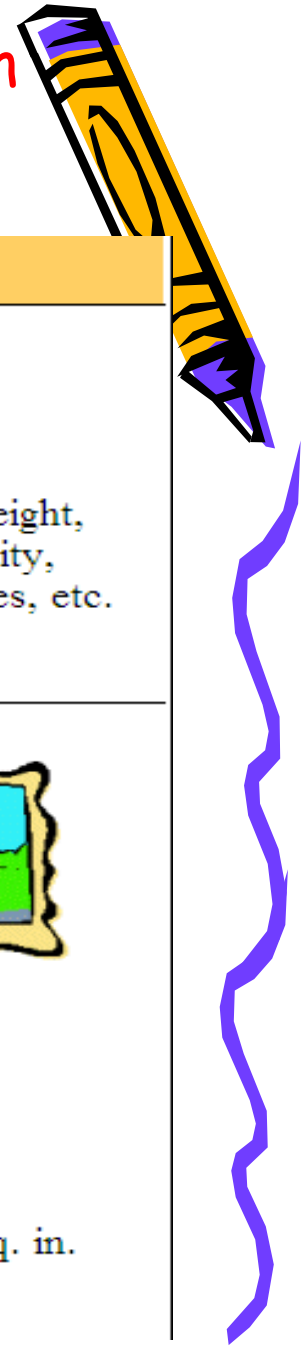




# Review Overview

- I will make this as simple and as easy as possible.
- Please make sure you contact me if you have any questions.
- Information in the PPT is basics you need to know that will help you in the Graduate Reading Seminar and Clinic.



# First, we must understand the difference between Quantitative and Qualitative Research



Qualitative Data	Quantitative Data
<b>Overview:</b> <ul style="list-style-type: none"><li>• Deals with descriptions.</li><li>• Data can be observed but not measured.</li><li>• Colors, textures, smells, tastes, appearance, beauty, etc.</li><li>• <b>Qualitative</b> → <b>Quality</b></li></ul>	<b>Overview:</b> <ul style="list-style-type: none"><li>• Deals with numbers.</li><li>• Data which can be measured.</li><li>• Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.</li><li>• <b>Quantitative</b> → <b>Quantity</b></li></ul>
<b>Example 1:</b> <i>Oil Painting</i>  <b>Qualitative data:</b> <ul style="list-style-type: none"><li>• blue/green color, gold frame</li><li>• smells old and musty</li><li>• texture shows brush strokes of oil paint</li><li>• peaceful scene of the country</li><li>• masterful brush strokes</li></ul>	<b>Example 1:</b> <i>Oil Painting</i>  <b>Quantitative data:</b> <ul style="list-style-type: none"><li>• picture is 10" by 14"</li><li>• with frame 14" by 18"</li><li>• weighs 8.5 pounds</li><li>• surface area of painting is 140 sq. in.</li><li>• cost \$300</li></ul>



### Example 2:

#### *Latte*



#### Qualitative data:

- robust aroma
- frothy appearance
- strong taste
- burgundy cup

### Example 2:

#### *Latte*



#### Quantitative data:

- 12 ounces of latte
- serving temperature 150° F.
- serving cup 7 inches in height
- cost \$4.95

### Example 3:

#### *Freshman Class*



#### Qualitative data:

- friendly demeanors
- civic minded
- environmentalists
- positive school spirit

### Example 3:

#### *Freshman Class*



#### Quantitative data:

- 672 students
- 394 girls, 278 boys
- 68% on honor roll
- 150 students accelerated in mathematics

# The Assumptions of Qualitative Designs

- Qualitative researchers are concerned primarily with **process**, rather than outcomes or products.
- Qualitative researchers are interested in **meaning** - how people make sense of their lives, experiences, and their structures of the world.
- The qualitative researcher is the **primary instrument** for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines.
- Qualitative research involves **fieldwork**. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.
- Qualitative research is **descriptive** in that the researcher is interested in process, meaning, and understanding gained through words or pictures.
- The process of qualitative research is **inductive** in that the researcher builds abstractions, concepts, hypotheses, and theories from details.

- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage Publications.

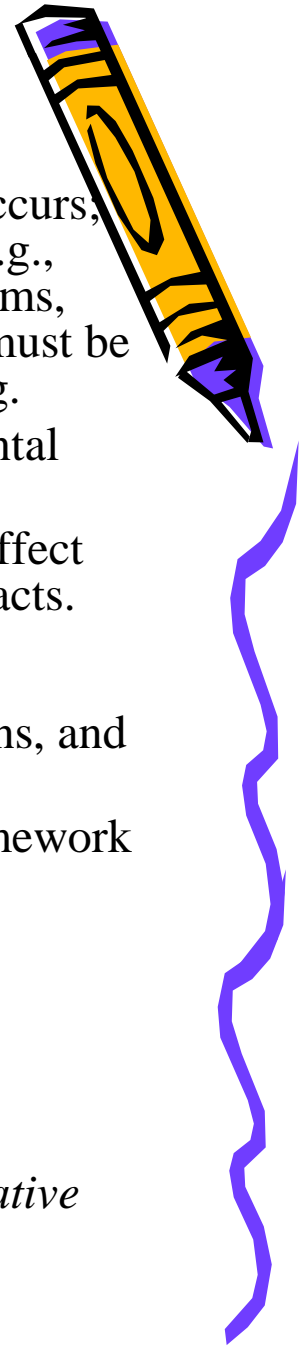
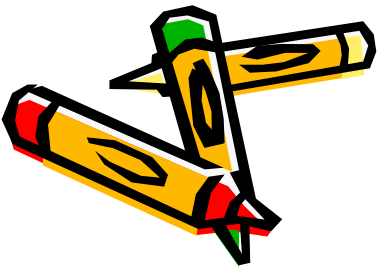
- *Please note that Creswell is one of the leading authorities on research design*



# Arguments Supporting Qualitative Inquiry

- Human behavior is significantly influenced by the setting in which it occurs, thus one must study that behavior in situations. The physical setting - e.g., schedules, space, pay, and rewards - and the internalized notions of norms, traditions, roles, and values are crucial contextual variables. Research must be conducted in the setting where all the contextual variables are operating.
- Past researchers have not been able to derive meaning...from experimental research.
- The research techniques themselves, in experimental research, [can]...affect the findings. The lab, the questionnaire, and so on, [can]...become artifacts. Subjects [can become]...either suspicious and wary, or they [can become]...aware of what the researchers want and try to please them. Additionally, subjects sometimes do not know their feelings, interactions, and behaviors, so they cannot articulate them to respond to a questionnaire.
- One cannot understand human behavior without understanding the framework within which subjects interpret their thoughts, feelings, and actions. Researchers need to understand the framework. In fact, the "objective " scientist, by coding and standardizing, may destroy valuable data while imposing her world on the subjects.
- Field study research can explore the processes and meanings of events.

Marshall, C., & Rossman, G. (1980). *Designing qualitative research*. Newbury Park, CA: Sage.







## Predispositions of Quantitative and Qualitative Modes of Inquiry

Quantitative Mode	Qualitative mode
<b>Assumptions</b> <ul style="list-style-type: none"><li>• Social facts have an objective reality</li><li>• Primacy of method</li><li>• Variables can be identified and relationships measured</li><li>• Etic (outside's point of view)</li></ul>	<b>Assumptions</b> <ul style="list-style-type: none"><li>• Reality is socially constructed</li><li>• Primacy of subject matter</li><li>• Variables are complex, interwoven, and difficult to measure</li><li>• Emic (insider's point of view)</li></ul>
<b>Purpose</b> <ul style="list-style-type: none"><li>• Generalizability</li><li>• Prediction</li><li>• Causal explanations</li></ul>	<b>Purpose</b> <ul style="list-style-type: none"><li>• Contextualization</li><li>• Interpretation</li><li>• Understanding actors' perspectives</li></ul>
<b>Approach</b> <ul style="list-style-type: none"><li>• Begins with hypotheses and theories</li><li>• Manipulation and control</li><li>• Uses formal instruments</li><li>• Experimentation</li><li>• Deductive</li><li>• Component analysis</li><li>• Seeks consensus, the norm</li><li>• Reduces data to numerical indices</li><li>• Abstract language in write-up</li></ul>	<b>Approach</b> <ul style="list-style-type: none"><li>• Ends with hypotheses and grounded theory</li><li>• Emergence and portrayal</li><li>• Researcher as instrument</li><li>• Naturalistic</li><li>• Inductive</li><li>• Searches for patterns</li><li>• Seeks pluralism, complexity</li><li>• Makes minor use of numerical indices</li><li>• Descriptive write-up</li></ul>

Quantitative Mode	Qualitative mode
<b>Researcher Role</b> <ul style="list-style-type: none"> <li>• Detachment and impartiality</li> <li>• Objective portrayal</li> </ul>	<b>Researcher Role</b> <ul style="list-style-type: none"> <li>• Personal involvement and partiality</li> <li>• Empathic understanding</li> </ul>

<i>Axioms About</i>	<i>Positivist Paradigm (Quantitative)</i>	<i>Naturalist Paradigm (Qualitative)</i>
<i>The nature of reality</i>	Reality is single, tangible, and fragmentable.	Realities are multiple, constructed, and holistic.
<i>The relationship of knower to the known</i>	Knower and known are independent, a dualism.	Knower and known are interactive, inseparable.
<i>The possibility of generalization</i>	Time- and context-free generalizations (nomothetic statements) are possible.	Only time- and context-bound working hypotheses (idiographic statements) are possible.
<i>The possibility of causal linkages</i>	There are real causes, temporally precedent to or simultaneous with their effects.	All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects.
<i>The role of values</i>	Inquiry is value-free.	Inquiry is value-bound.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.



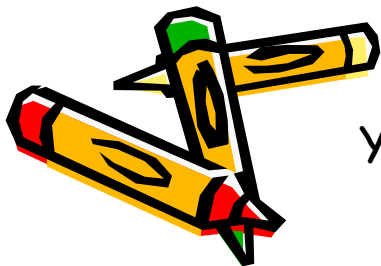


## What is qualitative research?

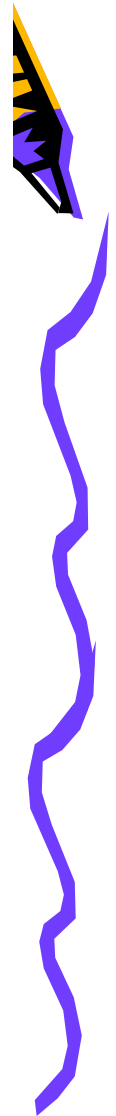
Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that:

- seeks answers to a question
- systematically uses a predefined set of procedures to answer the question
- collects evidence
- produces findings that were not determined in advance
- produces findings that are applicable beyond the immediate boundaries of the study

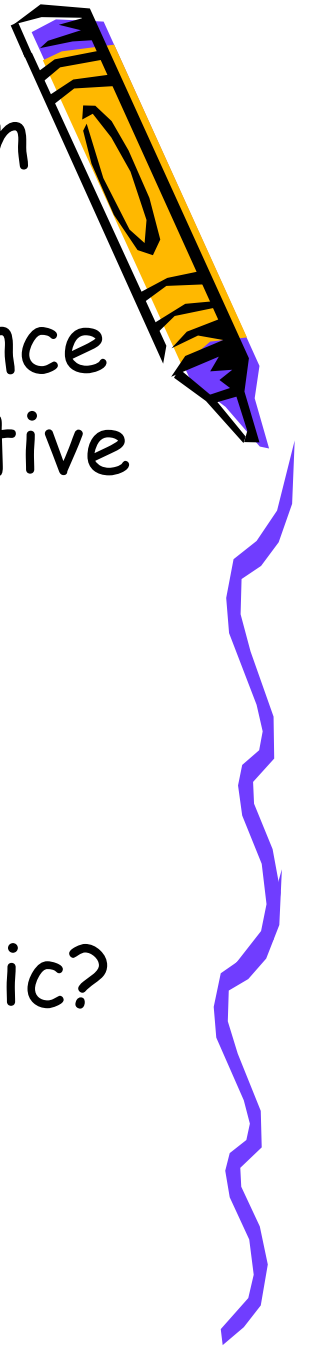
Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.



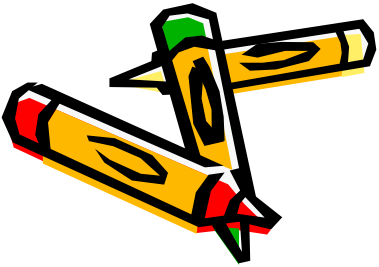
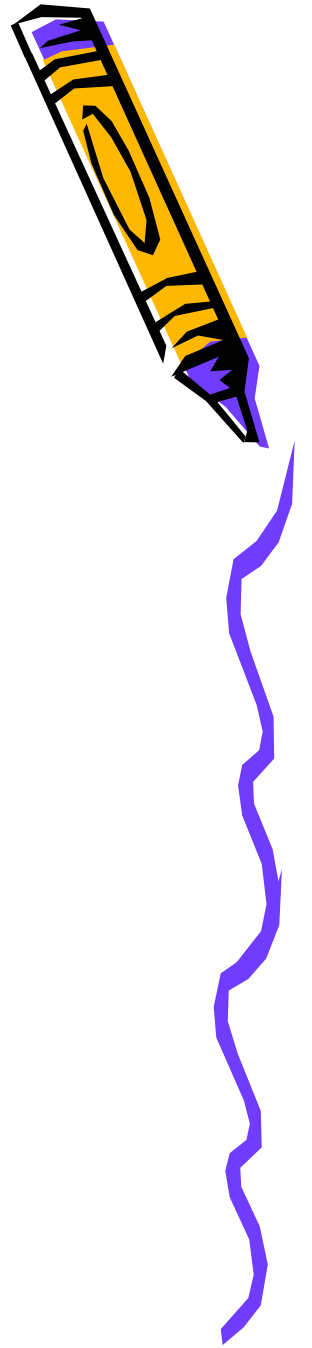
Your specific population is students with reading difficulties.



- Do you see the difference between Quantitative and Qualitative Research? Do you see the difference between Quantitative and Qualitative Research?
- Does it make sense to you why Qualitative research and action research are essential in the Graduate reading Seminar and Clinic?

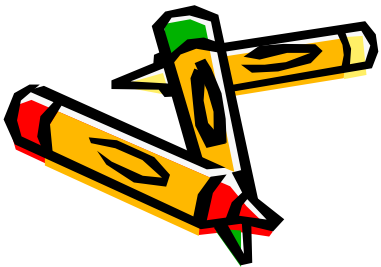
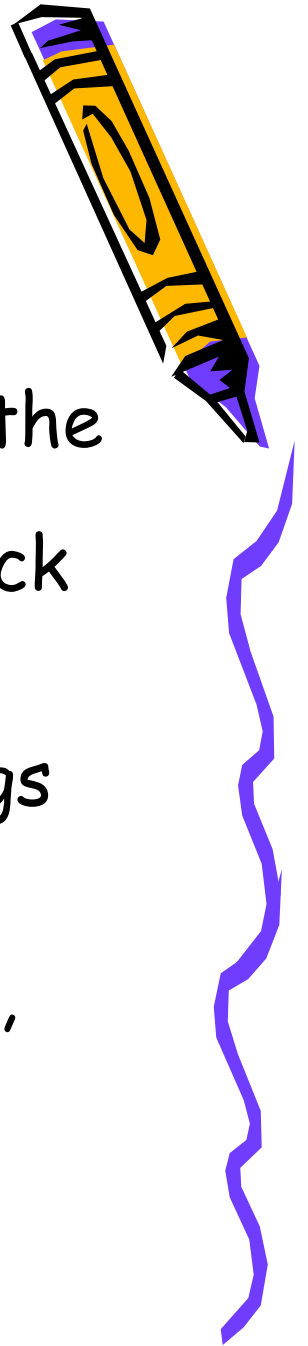


# Key Terms



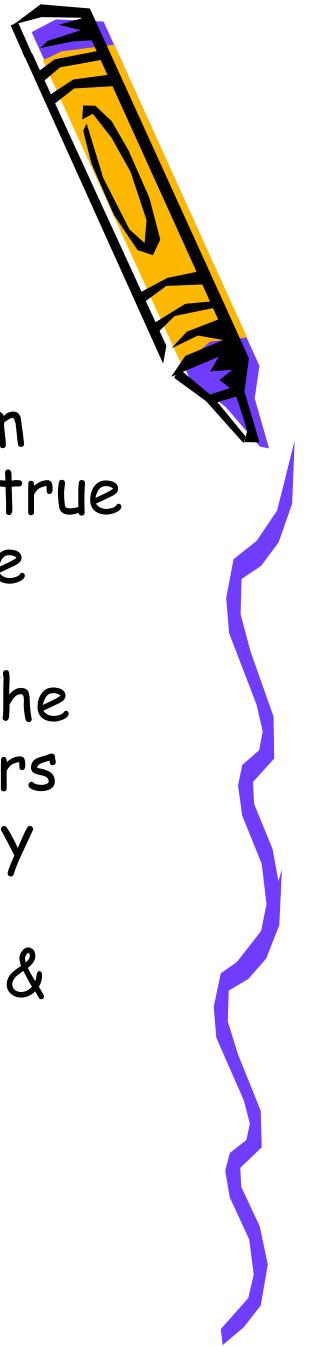
## Holistic Description of Qualitative Research

- When conducting qualitative research, the investigator seeks to gain a total or complete picture. According to Stainback and Stainback (1988), a holistic description of events, procedures, and philosophies occurring in natural settings is often needed to make accurate situational decisions. This differs from quantitative research in which selected, pre-defined variables are studied.



# Corroboration

- The purpose of corroboration is not to confirm whether people's perceptions are accurate or true reflections of a situation, but rather to ensure that the research findings accurately reflect people's perceptions, whatever they may be. The purpose of corroboration is to help researchers increase their understanding of the probability that their findings will be seen as credible or worthy of consideration by others (Stainback & Stainback, 1988).



# Triangulation

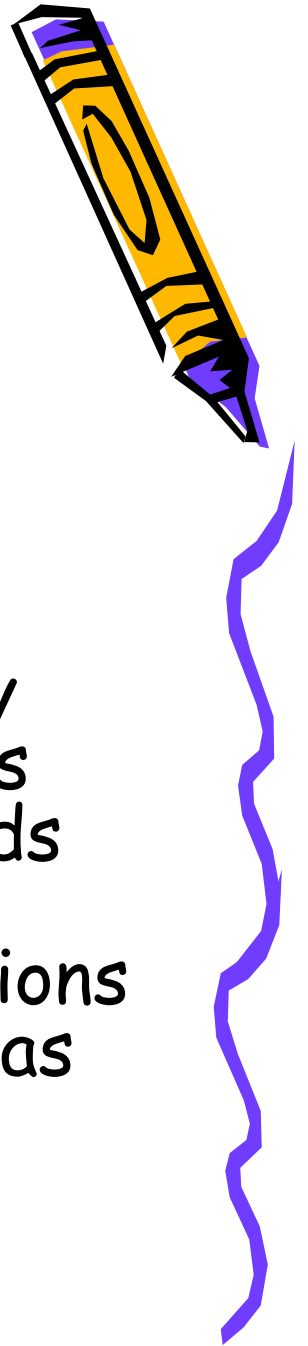
- One process involved in corroboration is triangulation. Denzin (1978) has identified several types of triangulation.
  - One type involves the convergence of multiple data sources.
  - Another type is methodological triangulation, which involves the convergence of data from multiple data collection sources.
  - A third triangulation procedure is investigator triangulation, in which multiple researchers are involved in an investigation. Related to investigator triangulation is researcher-participant corroboration, which has also been referred to as cross-examination.





## Participant Observation

- Systematically seeks out and organizes data concerning what is being studied based on a social science theory and methodology rather than focusing on achieving a situationally defined goal. Keeps detailed records of what occurs, including those things characteristically taken for granted. Periodically detaches self from the situation to review records from the neutral position of a social scientist. Constantly monitors observations and records for evidence of personal bias or prejudice.

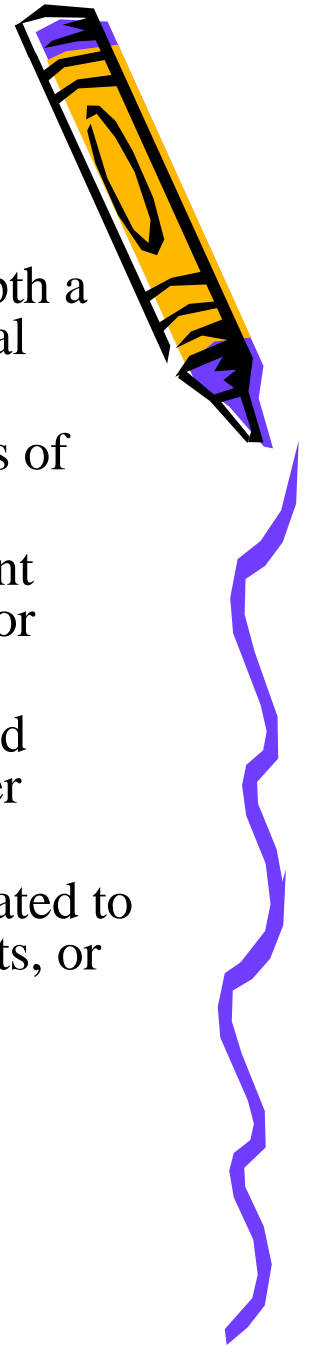


# Lets look at types of Qualitative Research and Data Collection



# Main Types of Qualitative Research

- Case study Attempts to shed light on a phenomena by studying indepth a single case example of the phenomena. The case can be an individual person, an event, a group, or an institution.
- Grounded theory This theory is developed inductively from a corpus of data acquired by a participant-observer.
- Phenomenology Describes the structures of experience as they present themselves to consciousness, without recourse to theory, deduction, or assumptions from other disciplines
- Ethnography Focuses on the sociology of meaning through close field observation of socio-cultural phenomena. Typically, the ethnographer focuses on a community.
- Historical Systematic collection and objective evaluation of data related to past occurrences in order to test hypotheses concerning causes, effects, or trends of these events that may help to explain present events and anticipate future events. (Gay, 1996).



## Main Types of Qualitative Data Collection & Analysis

"Those who are not familiar with qualitative methodology may be surprised by the sheer volume of data and the detailed level of analysis that results even when research is confined to a small number of subjects" ([Myers, 2002](#)).

There are three main methods of data collection:

Interactive interviewing	People asked to verbally described their experiences of phenomenon.
Written descriptions by participants	People asked to write descriptions of their experiences of phenomenon.
Observation	Descriptive observations of verbal and non-verbal behavior.

Analysis begins when the data is first collected and is used to guide decisions related to further data collection.

"In communicating--or generating--the data, the researcher must make the process of the study accessible and write descriptively so tacit knowledge may best be communicated through the use of rich, thick descriptions" ([Myers, 2002](#)).

# The Research and the Data



## What are some qualitative research methods?

The three most common qualitative methods, explained in detail in their respective modules, are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data.

- *Participant observation* is appropriate for collecting data on naturally occurring behaviors in their usual contexts.
- *In-depth interviews* are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored.
- *Focus groups* are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.

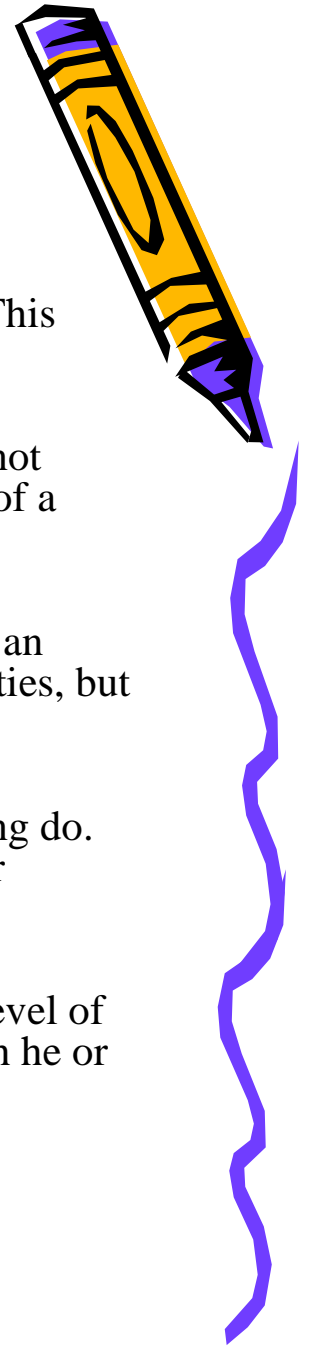
## What forms do qualitative data take?

The types of data these three methods generate are field notes, audio (and sometimes video) recordings, and transcripts.



# Five Types of Participant Observation

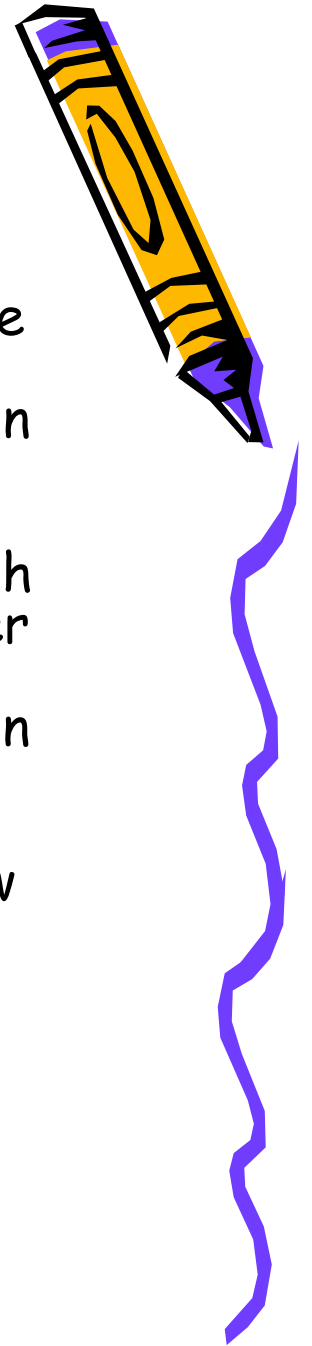
- ***External Participation*** constitutes the lowest degree of involvement in observation. This type of observation can be done by observing situations on television or videotape.
- ***Passive Participation*** means the researcher is present at the scene of action but does not interact or participate. The researcher finds an observation post and assumes the role of a bystander or spectator.
- ***Balanced Participation*** means that the researcher maintains a balance between being an insider and being an outsider. The researcher observes and participates in some activities, but does not participate fully in all activities.
- ***Active Participation*** means that the researcher generally does what others in the setting do. While beginning with observation to learn the rules, as they are learned the researcher becomes actively engaged in the activities of the setting.
- ***Total Participation*** means the researcher is a natural participant. This is the highest level of involvement and usually comes about when the researcher studies something in which he or she is already a natural participant.





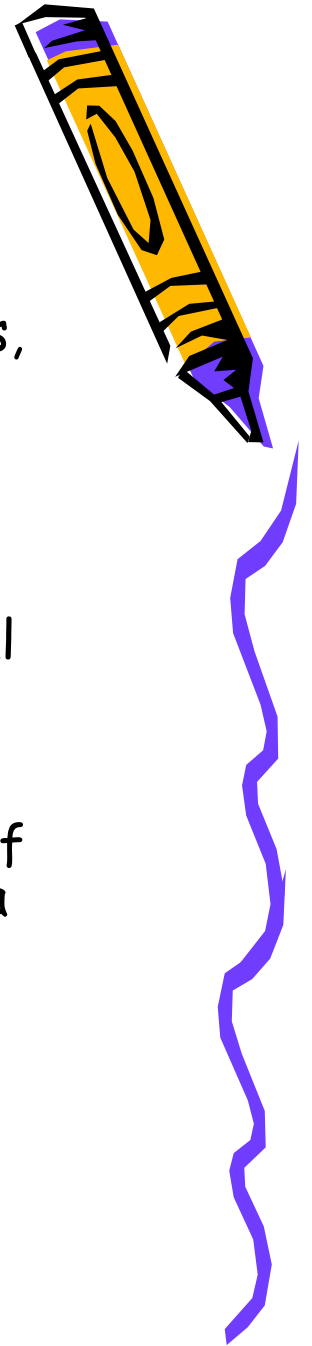
# Interviewing

- The researcher should control his reactions. The purpose of the interview is to find out what views people hold; their views should be unbiased by evaluative responses on the researcher's part. The researcher should choose an interview environment and conditions in which the participants feel comfortable, secure, and at ease enough to speak openly about their point of view. The researcher should avoid presenting "yes" or "no" questions which tend to stifle detail. The researcher should be flexible in his or her approach to the informants. Group interviews can be useful, particularly in initial interviews. The researcher should consider to what degree the interview questioning is "recursive." As applied to interviewing, what has been said in an interview is used to determine or define further questioning.

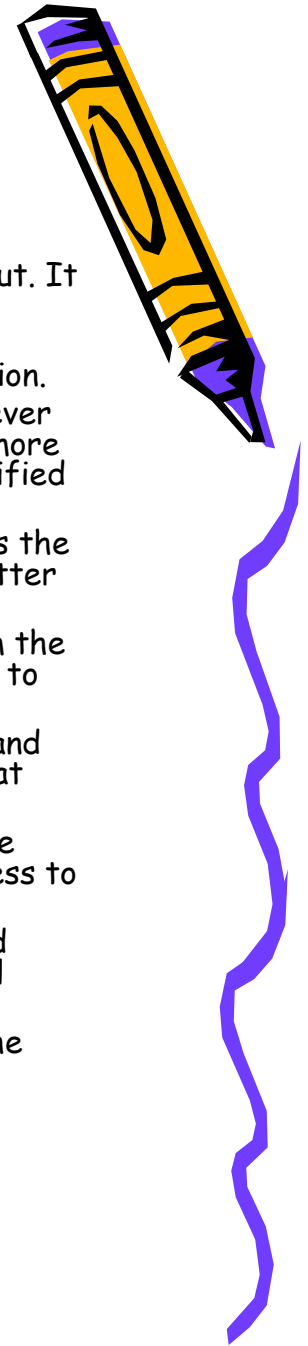


# Case Study

- Case studies are detailed investigations of individuals, groups, institutions or other social units. The researcher conducting a case study attempts to analyze the variables relevant to the subject under study (Polit and Hungler, 1983). The principle difference between case studies and other research studies is that the focus of attention is the individual case and not the whole population of cases. Most studies search for what is common and pervasive. However, in the case study, the focus may not be on generalization but on understanding the particulars of that case in its complexity. A case study focuses on a bounded system, usually under natural conditions, so that the system can be understood in its own habitat (Stake, 1988).



# Maintaining The Validity Of Qualitative Research



- **Be a listener.** The subject(s) of qualitative research should provide the majority of the research input. It is the researcher's task to properly interpret the responses of the subject(s).
- **Record accurately.** All records should be maintained in the form of detailed notes or electronic recordings. These records should also be developed during rather than after the data gathering session.
- **Initiate writing early.** It is suggested that the researcher make a rough draft of the study before ever going into the field to collect data. This allows a record to be made when needed. The researcher is more prepared now to focus the data gathering phase on that information that will meet the specific identified needs of the project.
- **Include the primary data in the final report.** The inclusion of primary data in the final report allows the reader to see exactly the basis upon which the researcher's conclusions were made. In short, it is better to include too much detail than too little.
- **Include all data in the final report.** The researcher should not leave out pieces of information from the final report because she/he cannot interpret that data. In these cases, the reader should be allowed to develop his/her conclusions.
- **Be candid.** The researcher should not spend too much time attempting to keep her/his own feelings and personal reactions out of the study. If there is relevance in the researcher's feelings to the matter at hand, these feelings should be revealed.
- **Seek feedback.** The researcher should allow others to critique the research manuscript following the developmental process. Professional colleagues and research subjects should be included in this process to ensure that information is reported accurately and completely.
- **Attempt to achieve balance.** The researcher should attempt to achieve a balance between perceived importance and actual importance. Often, the information reveals a difference in anticipated and real areas of study significance.
- **Write accurately.** Incorrect grammar, misspelled words, statement inconsistency, etc. jeopardize the validity of an otherwise good study.

Wolcott, H.R. (1990). Qualitative inquiry in education: The continuing debate.



# Strategies With Which to Establish Trustworthiness



Strategy	Criteria
Credibility	Prolonged and varied field experience
	Time sampling
	Reflexivity (field journal)
	Triangulation
	Member checking
	Peer examination
	Interview technique
	Establishing authority of researcher
	Structural coherence
Transferability	Referential adequacy
	Nominated sample
	Comparison of sample to demographic data
	Time sample
	Dense description

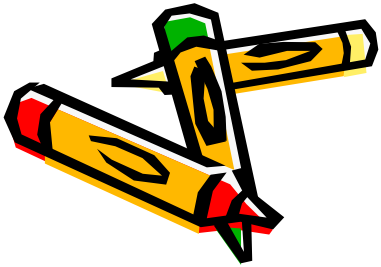
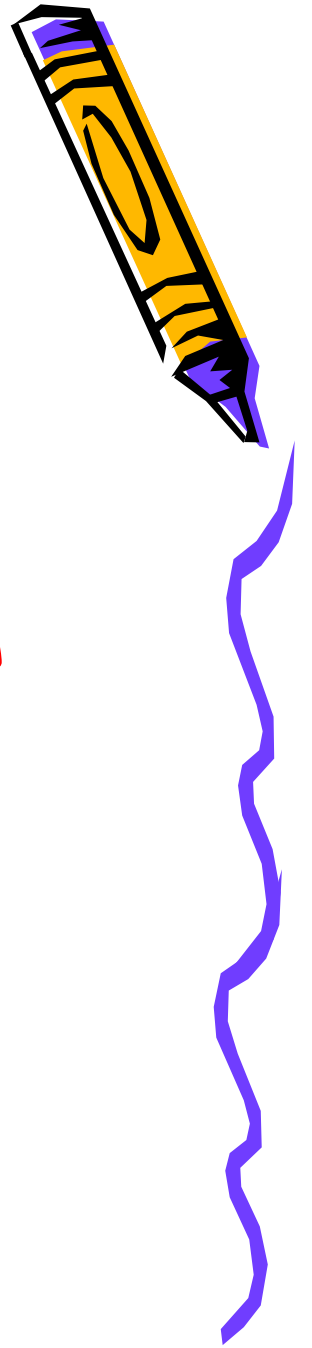


Dependability	Dependability audit
	Dense description of research methods
	Stepwise replication
	Triangulation
	Peer examination
	Code-recode procedure
Confirmability	Confirmability audit
	Triangulation
	Reflexivity

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. The American Journal of Occupational Therapy, 45(3), 214-222.



# Final Review and Ethics in Research





	Quantitative	Qualitative
<b>General framework</b>	<p>Seek to confirm hypotheses about phenomena</p> <p>Instruments use more rigid style of eliciting and categorizing responses to questions</p> <p>Use highly structured methods such as questionnaires, surveys, and structured observation</p>	<p>Seek to explore phenomena</p> <p>Instruments use more flexible, iterative style of eliciting and categorizing responses to questions</p> <p>Use semi-structured methods such as in-depth interviews, focus groups, and participant observation</p>
<b>Analytical objectives</b>	<p>To quantify variation</p> <p>To predict causal relationships</p> <p>To describe characteristics of a population</p>	<p>To describe variation</p> <p>To describe and explain relationships</p> <p>To describe individual experiences</p> <p>To describe group norms</p>
<b>Question format</b>	Closed-ended	Open-ended
<b>Data format</b>	Numerical (obtained by assigning numerical values to responses)	Textual (obtained from audiotapes, videotapes, and field notes)
<b>Flexibility in study design</b>	<p>Study design is stable from beginning to end</p> <p>Participant responses do not influence or determine how and which questions researchers ask next</p> <p>Study design is subject to statistical assumptions and conditions</p>	<p>Some aspects of the study are flexible (for example, the addition, exclusion, or wording of particular interview questions)</p> <p>Participant responses affect how and which questions researchers ask next</p> <p>Study design is iterative, that is, data collection and research questions are adjusted according to what is learned</p>

## What are the fundamental research ethics principles?

Three core principles, originally articulated in The Belmont Report,<sup>1</sup> form the universally accepted basis for research ethics.

*Respect for persons* requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives.

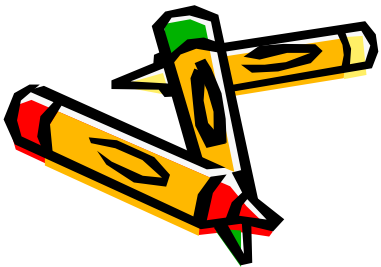
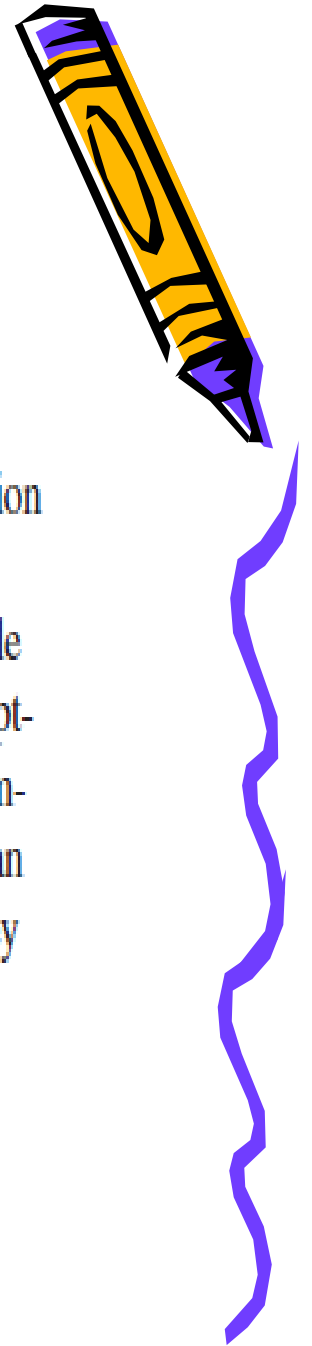
*Beneficence* requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved.

*Justice* requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate.

In addition to these established principles, some bioethicists have suggested that a fourth principle, *respect for communities*, should be added. Respect for communities “confers on the researcher an obligation to respect the values and interests of the community in research and, wherever possible, to protect the community from harm.”<sup>2</sup> We believe that this principle is, in fact, fundamental for research when community-wide knowledge, values, and relationships are critical to research success and may in turn be affected by the research process or its outcomes.

## How do we protect confidentiality?

Because qualitative research is conversational, it is important for data collectors to maintain clear boundaries between what they are told by participants and what they tell to participants. Conversation is a social act that requires give and take. As qualitative researchers we “take” a lot of information from participants and therefore can feel a strong need to “give” similar information in return. People also enjoy talking about what they hear and learn – and researchers are no different. It may be tempting to pass along seemingly inconsequential information from one participant to another – for example, a funny statement or some news that appears to be common knowledge. Don’t do it! People can become upset and untrusting about even seemingly trivial comments being shared, especially if they have divulged very personal information and grow concerned that you will divulge more.



# Self Assessment

You should be able to answer the following comfortably:

- 1. Briefly define and describe qualitative research.
- 2. List two advantages of qualitative research.
- 3. List one disadvantages of qualitative research.
- 4. Define holistic description and how it would relate to clinic.
- 5. Define corroboration and what it means to your research.
- 6. Define triangulation and how you may use it.
- 7. Of the 5 participant observation - list the most relevant to clinic that you will use .
- 8. Define case study and how it could fit into clinic.
- 9. List one to two methods of maintaining validity of qualitative research you may use in your study.





# Resources



- Please watch How to Write a Research Question.

[http://breeze.capellauniversity.edu/p666140](http://breeze.capellauniversity.edu/p66614025/)

[25/](http://breeze.capellauniversity.edu/p66614025/) Keep Clinic in mind and also readers and non readers. This will help with understanding and understanding variables and sample. Your sample will be the child in clinic. This video does a typical example quantitative research study on student scores that would not be far off from what a classroom teacher may do for an AAPPR.



- Review Trust Worthiness of Research - <http://herkules oulu.fi/isbn9514272463/html/x321.html> or <http://www.gifted.uconn.edu/siegle/research/Qualitative/trust.htm> These resources offers excellent examples for maintaining trustworthiness, credibility and validity.
- You should also get CITI Research Certification as a student. This should have been obtained in your Methods Class.

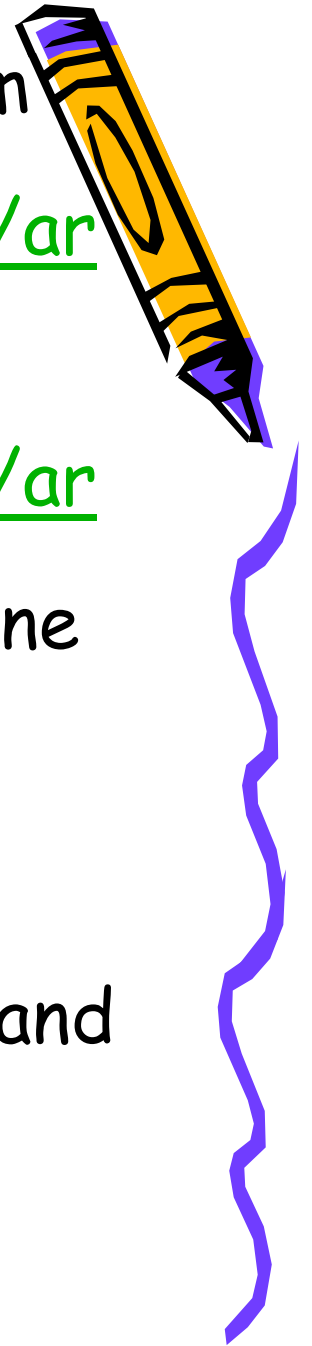




- More Action Research Resources - from Cross University-  
<http://www.scu.edu.au/schools/gcm/ar/arhome.html>

- <http://www.scu.edu.au/schools/gcm/ar/ar/p/arphome.html> These are action research papers associated with an online course in Action Research from Cross University.

- The Cross University Action Research resources are a wealth of information and a great place to review.



- The Qualitative Report - <http://www.nova.edu/ssss/QR/> This is a bi-monthly journal dedicated to qualitative research from NOVA University. It is used by there PhD students and others interested in qualitative research.

